





# We abide by...



- ❖ Equity of voice
- ❖ Fair & respectful treatment to all
- ❖ Be Punctual-the flow of meeting continues if you are late
- ❖ Be Present...leading to a *Meaningful Engagement*
- ❖ Problems are discussed with a focus on solutions
- ❖ Closure of meeting with decisions that are made by all
- ❖ Be responsive to the assigned tasks
- ❖ Sign in for any meeting that you attend

❖ **Attendance sign in link:**

[https://docs.google.com/forms/d/e/1FAIpQLSfrrmXjIGdHR0\\_1v5DXYF\\_r2MGJR\\_Pg2dYFxoJRMbBY3OLRf4g/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfrrmXjIGdHR0_1v5DXYF_r2MGJR_Pg2dYFxoJRMbBY3OLRf4g/viewform)



## Agenda:

- ★ Ice breaker by student leaders
- ★ Understand equality vs. equity
- ★ **Create...**
  - a list of action steps based on the priorities
  - tentative timeline
  - quarterly goals
- ★ **Propose** action steps and timeline to roll out implementation plan of TREATMENT on all WESD campuses



## **Ice breaker by student leaders**

- ★ One student on each table
- ★ Introduction
- ★ Question to all members on table
- ★ Exchange responses
- ★ One designated speaker on table shares out

**2021-2022: Initiation Year**

**2022-2023: Process Year**

**2023-2024: Implementation Year**

**2024-2025: Evaluation Year**



- ❖ The committee reviewed last year's work.
- ❖ The committee reviewed Panorama surveys for parents, and students.
- ❖ The suggestions from the committee members were incorporated in the survey.
- ❖ Dr. Peters was invited to start equity training with the district and school leadership.
- ❖ Students sub-committee met virtually to discuss the next steps and planning of this meeting.

## Understanding equity and create WESD definition of equity

### **EQUALITY**

Every child gets the same resources to be successful.

### **EQUITY**

Each child gets what he or she needs to be successful.



### **Patterns of collective belief around equity within WESD community:**

- ★ Student needs
- ★ Authenticity
- ★ Support based on their needs
- ★ Removing barriers
- ★ Potentials, gifts, strengths, talents
- ★ Seeking to understand, knowing students and understanding unique needs
- ★ Collaborative process
- ★ Involving all stakeholders



## Process vs. Strategy

**Please take a moment to skim through this:**

**What could possibly be initiated:**

9. Training for the office staff and the teachers to be aware of families' home language – families “assumptions”-to over communicate and under assume
9. Training on effective communication with all stakeholders (teachers, parents, students, administrators etc.) from customer service point of view-like timely responses via emails, radios, telephone for colleagues, school admin, parents, and the teachers etc. This will lead to a culture of professionalism and respect. This might possibly include various scenarios, role-play, understanding your audience and common phrases to use during a confrontational conversation with a colleague or students.
10. Culturally Responsive interventions
11. Training for school staff on phrasing to use when a student arrives late for class. This can make the difference in a student's day.
12. Tools and needs appropriate for success. These would be alternatives to suspension in the traditional manner. Like consequences that match the offense and are similar to what an adult may face. (e.g.: extra work around the school, tasks to build the students character etc.
13. Celebrate teachers and students' growth-not just professional built also personal events to build close relations for a happy environment.



## **Task today...develop an action plan**

**By the end of semester 1: quarter 1 & quarter 2**

**By the end of semester 2: quarter 3 & quarter 4**





**Please take a moment to skim through this:**

**Process vs. Strategy**

**What could possibly be initiated:**

1. Common and Inclusive Language and Imaging (PR/marketing)
2. Welcoming language and imaging (in multiple languages)
3. Common theme and universal murals on all WESD campuses
4. Music in halls early morning and at the end of the day to relax all stakeholders
5. Training on how to treat late-comers respectfully-differentiate between intent vs. impact
6. Training for office staff on the communication with late student arrivals (Impact versus Intent)
7. Create a cultural guide to acknowledge cultural respect and humility
  - could possibly be a laminated document that has a list of various languages with a brief description of how to greet people from their culture.
  - recognize all families' culture (getting educated in cultures based on WESD

# Task today...develop an action plan



## The goal

### Example:

- ❖ to educate and inform WESD community about...
- the relevance of TREATMENT
- importance of treating everyone with respect

## Is it a strategy (what) or process (how)?

- A process defines the way that a task is carried out, and focuses so closely on every step within a task, that it could never be strategic. However it can be an essential part of a strategy, because it is the knowledge of this detail that will determine the bigger picture.

## The first step

### Example:

- ❖ Training for the district and school leadership team
- ❖ professional development for school staff

## When should we begin?

### Example:

- ❖ Mid September

## Should this fall under quarter-1?

Yes!

# Example of strategy vs. process



❖ **Goal:** Become the number one tech sales company in North Texas

❖ **Strategy:** Hire 20 new salesmen

❖ **Process:**

- Contract talent acquisition company
- Conduct Interviews and train new hires

❖ **Tasks:**

Research and pick a talent acquisition company, create a list of qualifications required to pick top salesmen, hire 20 Salesmen, onboard and train all 20 new hires



Sr.#	Priority Task	Strategy or Process	Purpose (Why this is your priority?)	First Step	Timeline	Who will facilitate/get trained
1.						
2.						
3.						
4.						
5.						
6.						
7.						





## Please get into expert focus groups

- ❖ Parents, grandparents, and community members
- ❖ School staff
- ❖ District staff
- ❖ Students

### Task:

- Create a list of **priority task** along with the **suitable timeline** (based on the **quarters**) for each task.
- What does this look like?
- How will this roll out?
- Share out with the group
- Group gives consensus
- The proposed plan will be presented to the district level leadership for approval.
- The roll out will start after approval from the district level leadership.

# EOFA committee meetings dates for 2023-2024

The meetings will take place last Wednesday of every month.

Date	Time
August 30, 2023	4:15-5:30 pm
September 27, 2023	4:15-5:30 pm
November 1, 2023	4:15-5:30 pm
November 29, 2023	4:15-5:30 pm
January 31, 2024	4:15-5:30 pm
February 28, 2024	4:15-5:30 pm
March 27, 2024	4:15-5:30 pm
April 24, 2024 (Last Meeting)	4:15-5:30 pm



# 7 Traits of Great Leaders

